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ABSTRACT

This booklet lists international exchange programs for 1975-76 designed to help strengthen American education in foreign language, area studies and world affairs. The legislative background of the programs is followed by an outline of the administration and funding provisions for the 1975-76 programs. Four available programs are listed: doctoral dissertation research abroad, faculty research abroad, group projects abroad, and foreign curriculum consultant programs. In addition, related programs of the division of international education are discussed. For each of these programs, a full description is given, including a listing of eligibility requirements, financial provisions, application procedures, evaluation criteria, selection procedures, and related programs. (LG)

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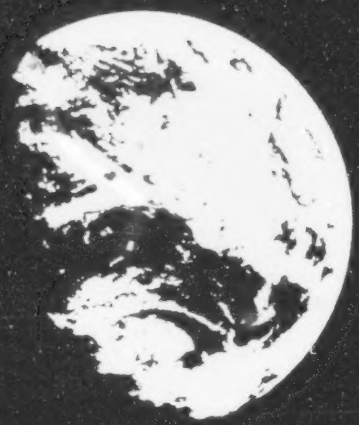

"... riders
on the
earth
together..."

# RESEARCH AND TRAINING OPPORTUNITIES ABROAD and FOREIGN CURRICULUM CONSULTANTS IN THE UNITED STATES 1975-76

Programs to Help Strengthen American Education
in Foreign Language, Area Studies, and World Affairs

DISCRIMINATION PROHIBITED.--No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance. Therefore, the programs for overseas activities in support of modern foreign language training and area studies and foreign curriculum consultants, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with this law.

THE COVER--Earth against the void of space as photographed by the crew of Apollo 8 symbolizes the global nature of international studies. The phrase "riders on the earth together" was used by President Richard Nixon in his first Inaugural Address in a quotation from Archibald MacLeish.

"Let us continue to bring down the walls of hostility which have divided the world for too long, and to build in their place bridges of understanding--so that despite profound differences between systems of government, the people of the world can be friends."

*From President Nixon's second Inaugural Address*

DHEW Publication No. (OE) 74-19503

# RESEARCH AND TRAINING OPPORTUNITIES ABROAD and FOREIGN CURRICULUM CONSULTANTS IN THE UNITED STATES 1975-76

Programs to Help Strengthen American Education in Foreign Language, Area Studies, and World Affairs

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

Authorized by

Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) [Sections 102 (b)(6) and 105(d)] and Public Law 83-480, the Agricultural Trade Development and Assistance Act of 1954 [section 104(b)(2) and (3)]

Administered by

**U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**
Caspar W. Weinberger, *Secretary*
Charles B. Saunders, Jr., *Acting Assistant Secretary for Education*

**Office of Education**
John Ottina, *Commissioner*

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# INTRODUCTION

The international educational exchange and training programs sponsored by the U.S. Government have involved more than 100,000 participants since 1946 when Congress passed the Fulbright amendment authorizing the use of U.S.-owned foreign currencies to finance the exchange of students and scholars. Since the first international exchange in 1948, more than 110,500 U.S. and foreign students, teachers, and scholars have participated in educational activities in approximately 150 countries.

In 1961, the Fulbright amendment, the Smith-Mundt Act, and certain provisions of other legislation were combined into the Mutual Educational and Cultural Exchange Act (Public Law 87-256, widely known as the Fulbright-Hays Act) in order to broaden the scope of educational activities designed to promote international understanding and cooperation. Section 102(b)(6) of the Fulbright-Hays Act focuses exclusively on strengthening American education by:

> ...promoting modern foreign language training and area studies in United States schools, colleges, and universities by supporting visits and study in foreign countries by teachers and prospective teachers in such schools, colleges, and universities for the purpose of improving their skill in languages and their knowledge of the culture of the people of these countries, and by financing visits by teachers from those countries to the United States for the purpose of participating in foreign language training and area studies in United States schools, colleges, and universities....

Executive Order 11034 of June 25, 1962, delegated to the U.S. Department of Health, Education, and Welfare responsibility for administering projects authorized by section 102(b)(6). With funds appropriated under this section of the act, as well as section 105(d), and under the Agricultural Trade Development and Assistance Act of 1954 (Public Law 83-480), as amended, the Department of Health, Education, and Welfare, through the Division of

International Education, Office of Education, conducts a number of programs designed to improve the capabilities of American education in modern foreign languages and area studies.

The relevant portions of Public Law 83-480 are contained in section 104(b)(2) and (3) as follows:

> The President may use or enter into agreements with foreign countries or international organizations to use the foreign currencies, including principal and interest from loan repayments, which accrue in connection with sales for foreign currencies under this title...for carrying out programs of United States Government agencies to finance...activities to assist international educational and cultural exchange and to provide for the strengthening of the resources of American educational agencies for international studies and research under the programs authorized by...the Mutual Educational and Cultural Exchange Act of 1961...and to promote and support programs of...cultural and educational development.

The Office of Education research and training programs abroad and the Foreign Curriculum Consultant program are conducted under the aegis of these two acts, and provide an essential complement to the foreign language and area studies programs carried out in the United States under title VI of the National Defense Education Act. Program activities encompass curriculum development and teacher education as well as preparation of specialists in foreign languages, area studies, and world affairs. During the period from 1964 to 1974 these programs enabled more than 6,000 persons, including faculty and students from U.S. institutions of higher education and experienced educators at the elementary and secondary school levels, to participate in research and training abroad in foreign languages, area studies, and world affairs; and supported the professional activities of approximately 200 Foreign Curriculum Consultants in the United States.

## ADMINISTRATION OF PROGRAMS

### ROLE OF THE OFFICE OF EDUCATION

The Division of International Education administers Office of Education research and training programs in foreign languages, area studies, and world affairs, and also the program for foreign curriculum consultants. With the advice of academic consultants and American embassies and binational commissions, the Division staff reviews proposals and recommends the distribution of awards. The Commissioner of Education makes the awards with the approval of the Board of Foreign Scholarships.

### ROLE OF THE BOARD OF FOREIGN SCHOLARSHIPS

The Board of Foreign Scholarships is an independent body appointed by the President of the United States to provide general supervision for all Fulbright-Hays programs. The Board consists of 12 citizens prominent in educational and cultural activities. Its secretariat is located in the Department of State.

The Board exercises responsibility for the final selection of all individuals proposed for grants under the Doctoral Dissertation Research Abroad and Faculty Research Abroad programs, for all individuals designated as directors and alternate directors for Group Projects Abroad, and for all scholars selected for the Foreign Curriculum Consultant program.

### ROLE OF RECIPIENT INSTITUTIONS AND AGENCIES

Educational institutions and agencies submit proposals in accordance with their needs and administer any funds granted to them.

Under the Doctoral Dissertation Research Abroad and the Faculty Research Abroad programs, the Office of Education makes grants to individuals through the institutions at which they are enrolled or employed. The institutions submit proposals on behalf of their candidates.

Under the Group Projects Abroad and Foreign Curriculum Consultant programs, the Office of Education awards grants directly to educational institutions. The institutions are responsible for selecting eligible project participants and consultants, the latter from recommended candidates.

## GENERAL FUNDING PROVISIONS FOR 1975-76

### U.S.-OWNED EXCESS FOREIGN CURRENCY FUNDS

In 1975-76 all four programs described in this brochure will again be eligible for allocation of U.S.-owned excess foreign currency funds. Some funds are expected to be available in the following countries:

Arab Republic of Egypt
India
Pakistan
Poland
Tunisia*

* Funds are available for only a limited number of group projects in 1975-76.

(Foreign Curriculum Consultant program: U.S.-owned excess foreign currencies will only be used in this program if the consultant comes from an excess currency country, in which case international travel and baggage may be paid in excess currencies.)

### DOLLAR FUNDS

Because of current budget constraints and program priorities, the limited *dollar* funds available in 1975-76 under section 102(b)(6) of the Fulbright-Hays Act will be concentrated on --

1. Fellowships to enable doctoral candidates to complete field research for their dissertations.

2. A limited number of faculty research fellowships on topics of contemporary concern in East and Southeast Asia and in the Soviet Union and Eastern Europe.

3. A few high priority group projects to assist advanced language training centers abroad in certain critical languages and to help fund selected summer seminars and workshops abroad that are related to domestic ethnic studies programs.

## DOCTORAL DISSERTATION RESEARCH ABROAD

### PROGRAM DESCRIPTION

The Doctoral Dissertation Research Abroad program provides opportunities for advanced graduate students to engage in full-time dissertation research abroad in modern foreign languages, area studies, and world affairs. The program is designed to develop research knowledge and capability in world areas not widely included in American curriculums by helping prospective teachers and scholars conduct original research in their area of specialization and enhance their knowledge of the region, its people, and its language.

During 1975-76, approximately 100 awards for research abroad will be available to graduate students who plan to teach in U.S. educational institutions at the postsecondary level. Awards are not available for projects focusing on England, France, Germany, Italy, or Spain, and will not be made for research in countries where the United States has no diplomatic representation.

During the award period (6 to 12 months), a fellow is expected to conduct research within the geographic area of his or her academic interest. Approval to conduct research in more than one country may be granted if it is determined that such research is essential to the satisfactory completion of the research project--or if the proposal presents suitable evidence that superior research facilities for the topic exist outside the principal geographic area of specialization.

### ELIGIBILITY REQUIREMENTS

A candidate for a Doctoral Dissertation Research Abroad fellowship must--

1. Be a citizen or national of the United States, or have such immigration status and personal plans as to indicate that he or she is in the United States for other than a temporary purpose and will make a continuing contribution to the specialized manpower resources of this country.

2. Plan to teach in a U.S. institution of higher education. (Candidates with nonteaching career goals are ineligible.)

3. Be enrolled in a U.S. institution and have been admitted to candidacy for a doctoral degree in foreign languages, area studies, or world affairs. The candidate should be ready to engage in dissertation research abroad.

4. Provide evidence of adequate language skills for effectively carrying out the proposed research.

5. Present a project for which the field research can reasonably be expected to be completed within the time limits of the award and which is otherwise feasible. (Each project outline should include a proposed time schedule, name of organizations and individuals abroad who will cooperate in the project plans to make research results available to the host country, and an estimate of project costs.)

6. Apply to the International Research and Exchanges Board (IREX), 110 East 59th Street, New York, N.Y. 10022, if the candidate is a U.S. citizen proposing to conduct research in the U.S.S.R. American citizens planning research in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia are also advised to apply simultaneously to IREX in order to facilitate research in these countries. (At present, resident aliens are not eligible for IREX grants in these countries.) If the recipient of a Doctoral Dissertation Research Abroad fellowship is also awarded an IREX grant, he may be under the sponsorship of both programs simultaneously, but the financial benefits of each award will be adjusted to avoid duplication of benefits.

7. Have no more than a cumulative total of 48 months' fellowship support (including the time period of the grant applied for) under title VI of the National Defense Education Act, and/or section 102(b)(6) of the Fulbright-Hays Act. Of the 48-month maximum, not more than 12 months' support can be provided under section 102(b)(6) of the Fulbright-Hays Act.

## POLITICALLY SENSITIVE TOPICS

As a matter of general policy, awards are not made under this program for research topics that are determined to be politically sensitive in the host country.

## FINANCIAL PROVISIONS

Dissertation research fellowships include the following provisions:

1. A basic stipend computed on the cost of living in the country(ies) where the research is to be conducted. Living allowances from other than personal sources that duplicate benefits under this award will be deducted from the total stipend, with the exception of benefits received under the Veterans' Benefits Act. Stipends will be prorated in any cases where the host country assumes all or part of a fellow's maintenance costs.

2. A dependency allowance for a maximum of four dependents based on the cost of living in the country(ies) where the dependents reside during the period of the grant.

3. Round-trip jet economy air fare on an American carrier, *for the award recipient only*, between the airport closest to his academic or permanent U.S. address and the overseas destination. A fellow who is abroad at the beginning of the award period will receive authorization for travel to his country(ies) of research and return to the United States. (In the latter instance, the cost of travel from the location abroad to the area of research may not exceed the cost of travel from the U.S. address to the research destination abroad.)

4. An excess baggage allowance of no more than 50 pounds each way.

5. Since affiliation with a foreign university is encouraged to facilitate securing visas or research permits, tuition at a foreign institution will be provided when it will facilitate the satisfactory completion

of the project. Any tuition or fees that might be required by the American institution for study off campus will be the responsibility of the student.

6. A project allowance to the student of up to $500 for purchasing expendable materials and supplies during a 12-month award. Project allowances for awards of shorter duration may be prorated.

7. A local travel allowance for necessary project-related transportation within the approved country(ies) of research.

8. The cost of health and accident insurance, for the fellow only, under the terms of a Government-contracted group insurance policy.

APPLICATION PROCEDURES

Candidates should apply directly to the institutions at which they are enrolled in a doctoral program--not to the Office of Education. They should address requests for application forms to the office of the graduate dean at graduate schools offering a doctoral degree in foreign language, area studies, or world affairs.

Institutions should request application materials from--

International Studies Branch
Division of International Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

The college or university graduate dean, or his designated representative, is responsible for accepting, screening, and forwarding to the Application Control Center, Office of Education, those individual applications that meet the institution's technical and academic criteria. If an institution forwards applications for more than one candidate, any preference as to priority should be indicated.

It is anticipated that the deadline for receipt of applications by the Application Control Center, Office of Education, Washington, D.C., will be October 15, 1974. The official deadlines will be announced in The Federal Register.

## EVALUATION CRITERIA

Doctoral Dissertation Research proposals will be evaluated according to the following criteria:

1. Academic qualifications of the candidate.

2. Soundness and feasibility of the project.

3. Program priorities as determined by the Office of Education. Preference will be given to foreign languages and geographic areas that are critical to the national interest, for which adequate instruction has not been widely available in the United States, and for which there exists a shortage of trained personnel.

## SELECTION PROCEDURES

The Division of International Education, Office of Education, will make the initial selection and recommendation of award recipients with the advice of a panel of specialists in foreign languages, area studies, and world affairs and comments by U.S. embassies and binational commissions in the proposed countries of research. The selections are subject to review and final approval by the Board of Foreign Scholarships.

The Commissioner of Education will announce awards by late spring.

## RELATED PROGRAMS FOR GRADUATE RESEARCH ABROAD

Graduate fellowships for research and study in certain countries are also available through the Fulbright-Hays programs conducted under the jurisdiction of the Department of State. For information regarding these awards, students should contact either their Fulbright program advisor on campus or--

Information and Reference Services Division
Institute of International Education
809 United Nations Plaza
New York, N.Y. 10017

## FACULTY RESEARCH ABROAD

### PROGRAM DESCRIPTION

The Faculty Research Abroad program offers selected opportunities for research and study abroad in foreign languages, area studies, and world affairs. It is designed to help universities and colleges strengthen their programs of international studies in two basic ways: (1) By helping key faculty members remain current in their specialties and (2) by assisting institutions in updating curriculums and improving teaching methods and materials.

Since the program's goal is to strengthen institutional capability, the awards can be particularly valuable to an institution in planning long-term staff development. Individual projects must be clearly designed to strengthen the institution's continuing capabilities in foreign language and area studies.

Awards of 3 to 12 months will be granted only for research that could not be conducted in the United States or for which the foreign country or region provides significantly superior research facilities and materials. Because of fiscal constraints and program priorities, in 1975-76 faculty research fellowships will be concentrated primarily in countries where U.S.-owned foreign currencies are available for educational purposes. These countries are expected to be the following:

Arab Republic of Egypt
India
Pakistan
Poland
Tunisia

A small number of faculty fellowships will also be available for dollar countries within certain limitations. It is anticipated that there will be approximately 20 awards with a grant maximum of $7,000. In 1975-76 the awards will be concentrated on faculty research efforts in East and Southeast Asia and in the Soviet Union and Eastern Europe.

Despite these limitations, it is gratifying to be able to continue providing some assistance to faculty research in several countries where dollar funding is required. The time and dollar limitations make it possible for more

faculty members to benefit from the modest total sum available for the purpose than would otherwise be the case. Reducing the acceptable minimum to 3 months has the additional benefit of significantly increasing program flexibility for the faculty member.

(NOTE: Awards under this program will not support dissertation research for the doctoral degree. See the preceding chapter for a description of the Doctoral Dissertation Research Abroad program.)

ELIGIBILITY REQUIREMENTS

A candidate for a faculty research fellowship must--

1. Be a U.S. citizen or national with whom the institution has or anticipates a continuing long-term employment relationship. (Faculty members in visiting status are not eligible.)

2. Be an educator experienced in foreign languages, area studies, or world affairs. (An applicant must have been engaged in at least half-time teaching or research relevant to his foreign language or area specialization during the 2 years preceding the date of award.)

3. Possess adequate skills in the language of the country, or in a language germane to the project or to the region where the project would be undertaken.

4. Present a detailed project description that is significant and feasible for the area and time concerned. (Each project outline should include a proposed time schedule, names of organizations and individuals abroad who will cooperate in carrying out the project, plans to make research results available to the host country, and an estimate of project costs.

5. Present a statement from his or her employing institution describing how the project will contribute to the institution's plans for developing its programs in foreign languages, area studies, and world affairs. (The statement should explain how the institution plans to utilize the faculty member's experience upon completion of the fellowship and must endorse the project on the basis of the candidate's abilities and his availability to accept an award if offered.)

6. Apply to the International Research and Exchanges Board (IREX), 110 East 59th Street, New York, N.Y. 10022, if the candidate is a U.S. citizen proposing to conduct research in the U.S.S.R. American citizens planning research in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia are also advised to apply simultaneously to IREX in order to facilitate research in these countries. (At present, resident aliens are not eligible for IREX grants in these countries.) If the recipient of a Faculty Research Abroad grant is also awarded an IREX grant, he or she may be under the sponsorship of both programs simultaneously, but the financial benefits of each award will be adjusted to avoid duplication of benefits.

## POLITICALLY SENSITIVE TOPICS

As a matter of general policy, awards are not made under this program for research topics that are determined to be politically sensitive in the host country. If an applicant has any doubt regarding the political acceptability of a research project or the techniques required to carry it out, at least one alternate project outline should be submitted with the original application. Otherwise, if the applicant's topic is subsequently determined to be politically sensitive, time may not permit him or her to develop an acceptable substitute.

## FINANCIAL PROVISIONS

Under present fiscal constraints and program priorities, the Office of Education will be unable to provide dollar support costs in the United States that may be required in any fellowships awarded under this program in 1975-76. Dollar support costs in the United States such as health and accident insurance, contributions to faculty retirement, and administrative expenses must be borne by the individual, institution, or other non-Government sources. The scarce funds available under this program are to be used only for necessary expenses abroad. Allowable costs include travel in both dollar and excess foreign currency countries.

Foreign currencies made available under the Faculty Research Abroad grants may be used for the following costs:

1. A stipend in lieu of salary. Stipends will be computed on the basis of the applicant's salary at the time he or she applies for the award, but will not exceed $1,300 per month for 12 months. (*NOTE*: There are no dependency allowances available under this program.)

   It should be understood that the program is not intended to provide a faculty member with a greater salary equivalent than he would receive on campus. Other financial resources available to a candidate for the proposed project (sabbatical leave, foundation grant, etc.) should be indicated on the application. Since the application is being submitted through the institution, the institution can make any adjustments or provide any additional support from other funds available to it for whatever non-duplicating related costs the institution may feel appropriate, such as dependents' travel or employee dollar contributions to fringe benefits.

   Except for benefits the applicant may be receiving under the Veterans' Benefits Act, the amount of support from other sources will be taken into account by the Division of International Education in determining the amount of the stipend.

2. Round-trip jet economy air fare on an American carrier, *for the award recipient only*, between the airport closest to his current or permanent U.S. address and his overseas destination. A fellow who is abroad at the beginning of the award period will receive authorization for travel to his country(ies) of research and return to the United States. (In the latter instance, the cost of travel from the location abroad to the area of research may not exceed the cost of travel from the U.S. address to the research destination abroad.)

3. An excess baggage allowance of no more than 50 pounds each way.

4. Although affiliation with a foreign university is encouraged to facilitate securing visas or research permits, fees at a foreign institution will be paid only when essential to the satisfactory completion of the project.

5. A *project allowance of up to $250* for purchasing expendable materials and supplies during a 12-month

award. Project allowances for awards of shorter duration may be prorated.

6. A local travel allowance for necessary project-related transportation within the approved country(ies) of research.

The maximum grant possible for a dollar award country in 1975-76 is $7,000. All costs payable under the preceding subsections 2 through 6 are allowable within the $7,000.

APPLICATION PROCEDURES

Faculty members should apply directly to their employing institution--*not to the Office of Education.*

Institutions should request application forms and instructions from--

International Studies Branch
Division of International Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

Institutions are responsible for screening all candidates and forwarding to the Application Control Center, Office of Education, the individual applications of those whom they recommend. If an institution forwards applications for more than one candidate, any preference as to priority should be indicated.

*It is anticipated that the deadline for receipt of proposals by the Application Control Center, Office of Education, Washington, D.C., will be October 1, 1974. The official deadline will be announced in* The Federal Register.

EVALUATION CRITERIA

Faculty Research Abroad proposals will be evaluated according to the following criteria:

1. Relevance of the project to the institution's educational goals and to its plans for developing programs in foreign languages, area studies, and world affairs.

2. The project's potential impact on foreign languages, area studies, and world affairs in American education.

3. The project's relevance to contemporary issues and problems significantly related to the national interest.

4. Scholarly qualifications of the candidate and his previous opportunities for research abroad, including any special capability for the proposed project as a result of related professional activity in the area.

5. The extent to which direct experience abroad is necessary to complete the project and the effectiveness with which host country resources would be utilized.

SELECTION PROCEDURES

The Division of International Education, Office of Education, will make the initial selection and recommendation of award recipients with the advice of a panel of specialists in foreign languages, area studies, and world affairs and comments by U.S. embassies and binational commissions in the proposed countries of research. The selections are subject to review and final approval by the Board of Foreign Scholarships.

The Commissioner of Education will announce awards by late spring.

## GROUP PROJECTS ABROAD

### PROGRAM DESCRIPTION

The Group Projects Abroad program is designed to help U.S. educational institutions improve their programs in foreign languages, area studies, world affairs, and/or intercultural education. Universities, 4-year colleges, community and junior colleges, developing institutions, State departments of education, nonprofit educational organizations, and various combinations of such institutions are eligible to apply for grants.

An interested institution should take the initiative in planning and proposing a project that would significantly improve its programs in foreign languages, area studies, world affairs, and/or intercultural education. The institution or organization is responsible for selecting appropriately qualified participants.

Because of fiscal constraints and program priorities, in 1975-76 projects in this program will be concentrated primarily in countries where U.S.-owned foreign currencies are available for educational purposes. These countries are expected to be the following:

Arab Republic of Egypt
India
Pakistan
Poland
Tunisia*

* Funds are available for only a limited number of projects in 1975-76.

A limited amount of U.S. dollar funds will be provided for a few high priority group projects in other parts of the world. These will include centers for an academic year of intensive advanced language training in certain critical languages (for example: Chinese and Japanese) and selected summer seminars and workshops that are related to domestic ethnic heritage programs and to the development of intercultural understanding in American schools.

GENERAL QUALIFICATIONS FOR ALL PARTICIPANTS

Individuals participating in Group Projects Abroad must--

1. Be U.S. citizens.

2. Be either faculty members in foreign languages area studies, or world affairs; experienced educators responsible for planning, conducting, or supervising programs in foreign languages, area studies, or world affairs at the elementary, secondary, or community college levels; graduate students or upperclassmen who plan teaching careers in foreign languages, area studies, or world affairs; or some combination of these, as appropriate to the project.

Additional qualifications are specified under the categories described in the following sections.

EXAMPLES OF GROUP PROJECTS ELIGIBLE FOR ASSISTANCE IN 1975-76

Unless otherwise noted, projects will be limited to the following countries: Arab Republic of Egypt, India, Pakistan, Poland, and Tunisia. Projects involving construction of facilities or purchase of real estate are not eligible for support. Grants are not available to individuals or for the support of student exchange or regular junior-year abroad programs. (While such programs are important, they lie beyond the priorities and budgetary resources of this program, but within the missions of other agencies or organizations.*)

*General Projects*

- *Summer seminars for faculty and/or students may be designed to help integrate international studies into an institution's curriculum.* The seminar may focus on a comprehensive study of the culture or on

* For a comprehensive review of other Federal programs, see *Inventory of Federal Programs Involving Educational Activities Concerned with Improving International Understanding and Cooperation*, published by the Office of Education and available from the Superintendent of Documents, U.S. Government Printing Office, at $4.75 per copy. 545 pp.

particular aspects of the culture. The plan may include travel within the country(ies) of study where needed to supplement formal instruction at the principal project site(s). Projects must schedule a minimum of 6 weeks of carefully planned activities abroad. The U.S. institution may enter into cooperative arrangements with foreign institutions whereby the latter provide instructional facilities and other forms of assistance.

Seminar membership would normally be limited to American educators responsible for planning, conducting, or supervising programs in foreign languages, area studies, or world affairs and to graduate students and upperclassmen who plan teaching careers in these fields. Undergraduate participants are required to have a major in foreign language and area studies or in the academic field with which the seminar is concerned. Experienced elementary and secondary school teachers are eligible for participation in selected seminars if they have had at least 2 years of classroom experience. Projects designed to meet the needs of teachers in service are particularly welcome when they represent cooperative planning by personnel from university area studies programs, schools of education, and/or State departments of education.

In planning summer seminars and workshops, it should be borne in mind that this program is designed to contribute to the professional development of international studies in American education, not simply to provide members of a particular group with an interesting personal experience abroad.

- *Curriculum development teams composed of several faculty members (and on occasion selected graduate students) may spend 6 weeks to 12 months in a foreign country or region to develop or acquire resource materials for curriculum development in the foreign language and area studies programs of their home institutions.* These materials may include artifacts, books, documents, educational films, museum reproductions, recordings, and other instructional materials

Proposals should indicate plans for systematically using and disseminating these materials in the United States.

*Group research or study may be undertaken in a foreign country or region for a period of 6 weeks to 12 months by institutions* that select scholars and advanced students and make arrangements for their guidance, training, and maintenance abroad. The institutions should make arrangements for any clearances or affiliations necessary for conducting research in the host country.

If the emphasis of the project is research, the proposal should provide evidence that participants will possess the requisite language proficiency to conduct such research. In addition, the disciplinary competence of the participants should be correlated with their research topics.

Participants in projects of a semester or more should have completed a minimum of 1 full year of intensive language training and at least one course in area studies relevant to the project. Undergraduate participants must be upperclassmen majoring in foreign languages, area studies, or some aspect of international affairs.

### *Language-Based Projects*

In view of funding constraints and program priorities *all language-based projects assisted under this program are intensive in nature and advanced in level.* (The rationale is that through the contributions of more than a decade of the National Defense Education Act, title VI, beginning language training in most of the major languages of concern is now sufficiently available at a variety of colleges and universities in the United States. Advanced language training abroad at public expense can be justified only for the serious student who has already demonstrated suitable aptitude in the language and considerable career commitment. Such a student is likely to derive the maximum benefit from full-time intensive language study abroad.)

- *Summer intensive language programs* may be assisted for periods of 8 to 12 weeks. Languages taught in such programs must be indigenous to the host country. While cultural orientation programs and travel may be utilized as part of the language training, such activities should be clearly subordinated to intensive instruction in the language. Assistance will not be provided for courses taught in English. Programs administered by university consortia that serve students recruited on a nationwide basis will receive preference. Students participating in intensive language programs should be prepared to enter language courses at the advanced level.

  Maximum use should be made of the host country's instructional personnel. Participation of U.S. academic personnel should be limited essentially to administrative and professional planning functions such as those inherent in the role of a program director.

- *Academic-year intensive language programs* may be assisted for 9 to 12 months in such critical non-Western languages as Chinese and Japanese. A limited amount of U.S. dollar support is available for a few language programs in this category. Because of the scarcity of funds, however, dollar funds will not be authorized to cover program-related costs within the United States nor will dollar funds be available for overseas expenses in countries where foreign currencies are available for use. Programs administered by university consortia that serve students recruited nationwide will receive preference.

  It is expected that 90 percent of the instructional time will be spent in language training and that students enrolled in such programs will devote full time to the program. All participants are required to have a minimum language proficiency equivalent to that normally achieved after 2 years' language study at the college level.

## *Summer Seminar Projects Related to Domestic Ethnic Heritage Programs*

Summer seminars and workshops related to domestic ethnic heritage programs that focus on the cultural origins of minority groups in the United States and on the development of intercultural understanding in American schools may be assisted for periods of 6 to 12 weeks. The participants will be primarily elementary and secondary school teachers and curriculum supervisors engaged in conducting or planning ethnic studies programs. In general it is recommended that projects be planned cooperatively by school systems with U.S. colleges and universities that have programs of established excellence in international and/or intercultural studies.

An educational experience in a non-Western country provides a unique opportunity for developing a deeper understanding of cultural diversity wherever it exists, at home as well as abroad. The potential is enhanced when the group includes participants drawn from a variety of the ethnic and racial minorities that make up the United States.

Budget constraints limit the number of projects that can be assisted in countries requiring dollar expenditures. It is anticipated that projects will be funded in West Africa, East Asia, and Mexico. An ethnic heritage seminar is also possible in Poland through use of U.S.-owned zlotys.

Because the U.S. dollar resources presently available for this program are limited, dollar funds are not available from the Division of International Education budget to cover program-related costs within the United States and cannot be authorized for expenses overseas in countries where foreign currencies are available for use. In view of existing budgetary limitations, Federal funding cannot cover all costs. A significant measure of self-help will be necessary in all these projects.

Other factors being equal, proposals from school systems containing a large concentration of students from ethnic minority groups will receive preference.

## FINANCIAL PROVISIONS

Group Projects Abroad is a cost-sharing program. The general objectives of the financial provisions are to (1) provide suitable research, training, and curriculum development opportunities abroad for as many educators in international/intercultural studies as is feasible within the funds available, and (2) cover the special expenses involved because the activity is carried out abroad. The Federal maintenance allowance is a substantial supplement that will clearly cover most costs, but it is not intended to provide each participant with an all-expenses-paid experience. Even within the allowable categories, Office of Education funds must usually be supplemented to cover the full costs of a program.

The sponsoring institutions, project participants, or sources other than the Division of International Education must provide project-related expenses within the United States such as American faculty salaries, contributions to faculty retirement, health and accident insurance, administrative expenses, and predeparture and postproject activities. Dollar funds will not be authorized to cover project-related expenses in countries where foreign currencies are available.

Funds made available under this Office of Education grant may be used to defray the following costs:

1. Round-trip jet economy air fare on an American carrier. Travel arrangements for project participants must be made by the grantee institution.

2. Maintenance allowances abroad based on the general cost of living in the country(ies) of study.

3. Purchase of artifacts, books, and other teaching materials.

4. Rent for instructional facilities in the country of study.

5. Project-related travel in the overseas area.

6. Clerical and professional services performed by resident instructional and service personnel in the country of study.

7. Other expenses in the country of study, if necessary for the project's success, and if approved in advance by the Division of International Education.

*NOTE:* The Office of Education grant generally covers the bulk, but not necessarily all, of the allowable expenses listed above. The remainder is to be financed by the institution, project participants, or other sources.

## APPLICATION PROCEDURES AND FORMAT

Specific guidelines, which should be consulted before drafting and submitting a proposal, are available upon request from--

International Studies Branch
Division of International Education
Office of Education
U.S. Department of Health, Education
and Welfare
Washington, D.C. 20202

Each proposal must contain the following information:

1. Evidence that the project is feasible and is an integral part of the institution's present program in foreign language, area studies, and world affairs.

2. Detailed description of the project's component activities including predeparture orientation, evaluation provisions, and plans for sharing the participants' new knowledge with others in the United States following completion of the program abroad.

3. Proposed time schedule.

4. List of agencies and individuals abroad who will cooperate in the project.

5. Outline of specific qualifications required of project participants and the method for selecting them; qualifications of the proposed project director.

6. Detailed budget. (The proposal should clearly indicate the nature, value, and sources of funding other than that being requested from this Federal program.)

*It is anticipated that the deadline for receipt of proposals by the Application Control Center, Office of Education, Washington, D.C., will be October 1, 1974. The official deadline will be announced in* The Federal Register.

EVALUATION CRITERIA

Group Projects Abroad proposals will be evaluated according to the following principle criteria:

1. The potential impact of the project on developing foreign language, area studies, and world affairs programs in American education.

2. The project's relevance to the institution's educational goals and its relationship to the institution's program development in foreign languages and area studies.

3. The extent to which direct experience abroad is necessary to achieve the project's objectives and the effectiveness with which relevant host country resources would be utilized.

4. Program priorities as determined by the Office of Education. Preference will be given to projects concerning foreign languages and geographic areas that are critical to the national interest and for which adequate instruction has not been widely available in the United States.

SELECTION PROCEDURES

The Division of International Education, Office of Education, will evaluate the proposals and make the initial selection and recommendation of grant recipients, with the advice of a panel of academic consultants and an assessment of the feasibility and suitability of each proposal by U.S. embassies and binational commissions in the proposed countries of study. The selections are subject to review and final approval by the Board of Foreign Scholarsh

The Commissioner of Education will announce awards by late spring.

## FOREIGN CURRICULUM CONSULTANT PROGRAM

### PROGRAM DESCRIPTION

The Foreign Curriculum Consultant program enables selected U.S. educational institutions and organizations to bring specialists from other countries to the United States to assist in planning and developing curriculums in foreign language and area studies. In 1975-76, the program will provide support for consultants for 8 to 10 months. Assistance is not available under this program for consultants who would serve for less than an academic year.

A Foreign Curriculum Consultant may perform a variety of duties. In the past, consultants have had responsibility for such activities as--

1. Reviewing textbooks and other educational materials.

2. Evaluating library holdings and recommending new acquisitions.

3. Preparing new instructional materials for use in the classroom.

4. Developing new units of study.

5. Conducting demonstration classes and workshops for teachers.

6. Speaking at community functions.

7. Teaching--no more than one regular classroom course per semester.

A project director provides the consultant with appropriate orientation, specific assignments, and adequate supervision.

### PROGRAM SCOPE

Eligible institutions may receive grants to bring consultants from other countries to the United States for an academic year to assist in planning and developing curriculums in modern foreign languages and area studies in

which the United States lacks adequate instructional materials and trained personnel. Since there is at present a sufficient supply of American teachers for the commonly taught languages, consultants from France, Germany Italy, Spain, and Spanish-speaking Latin American countries may be approved only if they develop curriculums in *area* and *international studies* with an emphasis on modern political. economic. and social developments. Grants will *not* be made to institutions seeking consultants from these countries specifically to develop *language* programs.

For the most part, consultant services have been directed toward improving or adding a non-Western European studies component in secondary education or in the undergraduat college curriculum. In general, the consultants have been very successful in stimulating student interest in the language and cultures of their homelands and in helping American educators make school curriculums more accurately reflect contemporary society in all parts of the world. They have also been instrumental in improving intercultural understanding in the community at large through participation in a variety of adult education activities.*

## ELIGIBILITY REQUIREMENTS

### *Institutions*

American institutions eligible to apply for Foreign Curriculum Consultant grants include:

1. State departments of education.

2. Local school systems.

3. Institutions of higher education accredited by a nationally recognized accrediting agency or association

4. Nonprofit educational organizations.

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* Twelve case studies that demonstrate the effective us of Foreign Curriculum Consultants in past years may be fou in Foreign Curriculum Consultants in Action, published by the Office of Education and available from the Superintend ent of Documents, U.S. Government Printing Office, at $.65 54 pp.

An institutional sharing arrangement provides an excellent means for maximum use of a consultant's talents. College consortiums provide an effective mechanism, as do cooperative arrangements between higher education institutions and public school systems. Similarly, State departments of education can successfully utilize consultants for statewide teacher-training, curriculum, and materials-development programs.

## *Consultants*

A foreign educator selected to participate in the consultant program is required to--

1. Have at least 5 years of experience as an educator in foreign language and/or area studies and appropriate related experience in curriculum planning and development, preparation of teaching materials, and teacher training.

2. Speak English fluently.

3. Have an exchange visitor visa (not an immigrant visa).

In addition to these minimum requirements, each candidate should possess the special qualifications set forth by the American institution or organization applying for the consultant's services. Because the particular needs of each applying institution are the determining factors in choosing a consultant, they should be stated explicity and fully in the proposal. When approved applications have been forwarded to the appropriate American diplomatic mission and/or binational commission overseas, every effort will be made to recruit consultants meeting the specific requirements set forth in the approved proposals. The participating institution then selects its consultant from recommended candidates.

If the applying institution requests a specific individual, justification for this choice should be furnished along with the person's name and current address. Designated individuals are not exempt from the minimum requirements for eligibility and are subject to the same review and selection process as all other candidates.

FINANCIAL PROVISIONS

The Foreign Curriculum Consultant program is a cost-sharing program. Funds from the Office of Education, the grantee institution, or a combination of both will provide each consultant with transportation, maintenance, and other related costs, as specified below.

Funds from the Office of Education grant will finance the following costs:

1. Jet economy international travel (for the consultant only) to and from the U.S. assignment via Washington, D.C.

2. Unaccompanied baggage allowance (air cargo) for a total of 300 pounds round trip.

3. Health and accident insurance (for the consultant only) under a Government-contracted group insurance policy.

4. Fifty percent of a $1,000 per month maintenance allowance. This allowance is subject to withholding for U.S. Federal, State, and local taxes where applicabl

5. Allowance for a maximum of four dependents provided at the following rates: $150 per month for the first accompanying dependent, $50 per month for each additiona accompanying dependent, $25 per month for nonaccompanyin dependents.

Funds from the grantee institution will provide the following costs:

1. Fifty percent of the $1,000 per month maintenance allowance. As noted above, the allowance is subject to withholding for U.S. Federal, State, and local taxes where applicable.

2. Travel costs within the United States incurred by the consultant in connection with the assignment.

*NOTE*: If the grantee institution is located in an unusually high-cost area of the United States, it is the responsibility of the grantee institution to provide such additional financial assistance as local circumstances may require. Before entering into a grant agreement, the

institution should be certain that the total funds available to the consultant will enable him to maintain himself appropriately in the local community.

Award funds are disbursed by the institution in accordance with established Office of Education procedures as outlined in the administrative manual, which is available to the grantee institution from the Division of International Education.

## APPLICATION PROCEDURES

Applications forms should be requested from--

International Studies Branch
Division of International Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

*It is anticipated that the deadline for receipt of applications by the Application Control Center, Office of Education, Washington, D.C., will be October 1, 1974. The official deadline will be announced in* The Federal Register.

## EVALUATION CRITERIA

Foreign Curriculum Consultant proposals will be evaluated according to the following criteria:

1. Potential impact on the applying institution's plans for developing its foreign language and area studies program.

2. Provisions for effectively using the results of the consultant's work (e.g., units of study) following his departure. Evidence of institutional intent to follow up the consultant's activities should be desribed.

3. Appropriateness of the consultant's duties (which should be clearly defined) and the approximate allocation of time among the duties.

4. Approximate number of faculty, students, and members of the community who are expected to be affected by the consultant's activities.

5. Concrete evidence that other educational institutions will share in the consultant's services and that they have participated in helping define the nature of these services.

6. Adequacy of the arrangements made for coordinating the consultant's work under the supervision of a project director.

7. Program priorities as determined by the Office of Education. The kinds of institutions given priority in allocating consultant grants are State departments of education, large city and county school systems, smaller 4-year colleges with teacher education programs, developing institutions, and groups of junior or community colleges. Nonprofit educational organizations active in programs serving these kinds of institutions are also eligible.

SELECTION PROCEDURES

Assisted by a panel of specialists from the academic community, the Division of International Education, Office of Education, will make recommendations for Foreign Curriculum Consultant grants to the U.S. Commissioner of Education and the Board of Foreign Scholarships. Approved proposals will be forwarded through the Department of State to the appropriate American diplomatic mission and/or binational commission abroad for recruitment of foreign candidates bearing qualifications that meet the general program requirements and the specific qualifications set forth by the prospective host institutions. After review and approval of the resulting slate of candidates by the Board of Foreign Scholarships, the Division of International Education will refer the names of approved consultant candidates to the host institution for final selection.

The Commissioner of Education will announce awards by late spring.

## RELATED PROGRAMS OF THE DIVISION OF INTERNATIONAL EDUCATION

### XCHANGE TEACHING AND SHO' T-TERM SEMINARS ABROAD

Under the International Educational and Cultural Exchange rogram authorized by the Fulbright-Hays Act, American lementary and secondary school teachers and college instructors and assistant professors are eligible for grants to teach broad during the 1975-76 academic year or to attend selected eminars abroad. The Division of International Education dministers the grants in conjunction with the Bureau of Educational and Cultural Affairs, Department of State.

Contingent upon availability of funds, the following 6- to -week summer seminars are planned for 1975: In Germany for eachers of German; in Italy for teachers of the classics, nd for teachers of European or world history; in India for eachers of world, Middle Eastern, or Asian history; another or social studies supervisors and curriculum directors; and n Belgium and the Netherlands for teachers of art and art istory; in Pakistan for teachers of world or Asian history. hese seminars will be conducted by the Educational Commison or Foundation in the country concerned.

Eligibility requirements: U.S. citizenship; a bachelor's egree; 3 years' teaching experience for teaching grants; years' experience for seminar grants.

Application forms and information may be obtained before ovember 1, 1974, from--

International Exchange Branch
Division of International Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

### TERINSTITUTIONAL COOPERATIVE RESEARCH ABROAD (IICRA)

U.S. educational institutions, in cooperation with propriate educational institutions in other countries, dertake comparative and crosscultural studies of 1 or 2 ars' duration on educational problems and methods. The

subject of the research under this program must clearly reflect research needed in improving American education within the official priorities that guide Office of Education research efforts. (In 1975-76, it is expected that funds will be available for use in the following countries: Arab Republic of Egypt, India, Pakistan, and Poland.)

For further details on these programs write to:

International Studies Branch
Division of International Education
Office of Education
U.S. Department of Health, Education,
and Welfare
Washington, D.C. 20202

* U. S. GOVERNMENT PRINTING OFFICE : 1974 546-477/2041

## SOME RECENT OE PUBLICATIONS ON INTERNATIONAL EDUCATION*

### International Studies in the United States

*Foreign Curriculum Consultants in Action*
1971. 56 pp. $.65. OE 14159.

*The Dynamics of Interinstitutional Cooperation in International Education*
1971. 64 pp. $.40. OE 14160.

*Asian Studies in American Secondary Education*
1972. 119 pp. $.75. OE 14162.

### Education Systems in Other Countries

*The Educational Revolution in China*
1973. 52 pp. $.65. OE 73-19102

*A French Approach to Career Education*
1973. 29 pp. $.35. OE 73-19100.

*Education in Romania: A Decade of Change*
1972. 145 pp. $1. OE 14161.

*Educational Developments in Guinea, Mali, Senegal, and Ivory Coast*
1972. 141 pp. $1. OE 14163.

*Education in Thailand: Some Thai Perspectives*
1973. 118 pp. $1.25. OE 14165.

*Reform and Renewal in Contemporary Spain*
1972. 80 pp. $.70. OE 14166.

*The Development of Peoples' Friendship University in Moscow*
1973. 17 pp. $.30. OE 14169.

### Reference Materials on International Education

*International Teacher Exchange:*
Values, Summary of State Regulations, U.S. Office of Education Programs.
1973. 19 pp. $.60. OE 73-19000.

*Foreign Language, Area Studies, and Other Aspects of International Education:*
List No. 7 of Research and Instructional Materials Completed under NDEA Title VI, Section 602 (cumulative through April 1972).
1973. 66 pp. $.90. OE 14172.

*American Students and Teachers Abroad:*
Sources of Information about Overseas Study, Teaching, Work, and Travel.
1972. 38 pp. $.45. OE 14174.

### Grant Programs Administered by the Office of Education, Division of International Education

*Opportunities Abroad for Teachers: 1973-74*
1972. 28 pp. $.25. OE 14047-74.

Publications may be obtained from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order by OE number and include payment.

* For a complete list, request *Selected Office of Education Publications and Related Information on International Education* free from the Division of International Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.